



## Macedonia Elementary

556 Jones Bridge Road  
Blackville, SC 29817

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	438 Students	
<b>Principal</b>	Teresa G. Reid	803-284-5800
<b>Superintendent</b>	Dr. Teresa L. Pope	803-284-5605
<b>Board Chair</b>	Mr. Steve McCormack	803-284-0215

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	Below Average
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

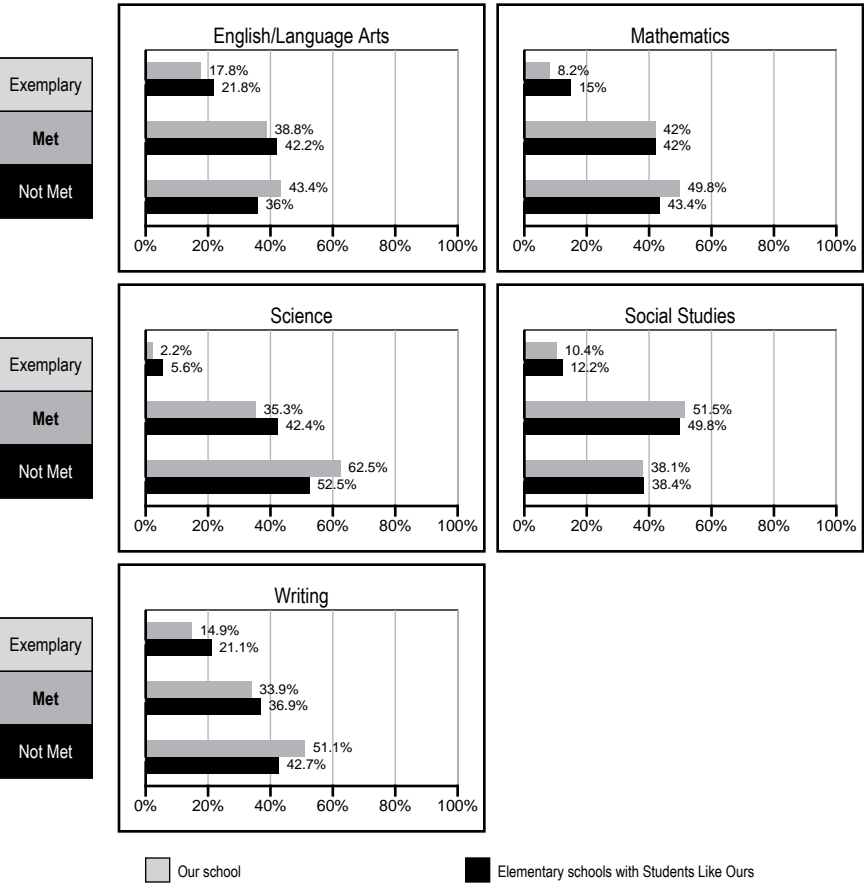
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	63	61	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=438)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.3%	Up from 2.5%	2.5%	1.9%
Attendance rate	95.7%	Up from 95.3%	96.0%	96.3%
Eligible for gifted and talented	6.4%	Up from 2.9%	3.0%	10.0%
With disabilities other than speech	7.8%	Down from 8.6%	7.4%	7.7%
Older than usual for grade	2.0%	Down from 2.7%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	39.4%	No Change	57.1%	59.4%
Continuing contract teachers	75.8%	Down from 78.8%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 83.7%	81.6%	85.9%
Teacher attendance rate	93.7%	Down from 94.0%	95.2%	95.1%
Average teacher salary*	\$41,165	Down 0.1%	\$45,854	\$47,149
Professional development days/teacher	14.6 days	Up from 13.1 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 14.9 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.7%	Up from 87.6%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,978	Up 13.7%	\$8,669	\$7,458
Percent of expenditures for instruction**	57.9%	Down from 65.2%	68.3%	68.8%
Percent of expenditures for teacher salaries**	51.3%	Down from 53.9%	61.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Macedonia Elementary School is a Title I school serving 444 students (pre-kindergarten through sixth grade) with 94% receiving free/reduced lunches. After a comprehensive needs assessment, our Title I/School Renewal and Focused School Renewal Plans continue to concentrate on content areas, as well as the implementation of technology. Staff development for teachers and administrators has included classroom management, diversity, and Best Practices.

Students are making steady academic gains as documented through the Measures of Academic Progress and other achievement tests. Consequently, academic assistance is vital and includes extended-day activities provided by Supplemental Services. The Save the Children Program improves literacy learning with daily pullout sessions and its after-school program.

The development of home/school relations continues to be a top priority at Macedonia. Parents receive varied written and verbal feedback from teachers and administration. Monthly and bimonthly reminders are sent home regarding special events. Academic feedback is provided weekly, monthly, and quarterly. Planned parent involvement opportunities allow parents to focus on academics, health/wellness, and character-building activities with their children. Parent surveys are requested to indicate how parents feel about the programs offered by the school. The two-way communication promotes teamwork, which enhances student achievement.

Students are active in service learning, which integrates curriculum standards with real-life application. They are encouraged to participate in constructive club memberships such as The Lean and Green Garden Club, the Butterfly Girls, and Males Poised for Greatness. In addition, the district's Wellness Policy is maintained at MES and adhered to by students, faculty, and staff. Macedonia's concerted effort in this area has earned many health and wellness accolades.

Macedonia is fortunate to have strong community support. Joint endeavors with the PTO, SIC, School Beautification Committee, as well as faculty and staff members, has resulted in on-going beautification projects for our grounds and buildings.

In conclusion, our educational focus and goals remain constant. The devotion of our faculty and staff, in conjunction with the tremendous support of parents, community members and district-level staff, propels us toward our ambition of making "One Team, One Dream" more than just a motto.

Teresa G. Reid, Principal  
Jackie Holman, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	60	20
Percent satisfied with learning environment	80.6%	88.3%	80.0%
Percent satisfied with social and physical environment	83.9%	94.9%	70.0%
Percent satisfied with school-home relations	64.5%	91.7%	75.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	227	100	43.2	39.1	17.7	73.2	69.8	82.8	Yes	Yes
<b>Gender</b>										
Male	122	100	42.7	41.9	15.4	70.1	65.7	79.3	N/A	N/A
Female	105	100	43.7	35.9	20.4	76.7	74.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	56	100	31.5	35.2	33.3	81.5	79.5	89.5	Yes	Yes
African American	164	100	46.5	41.5	11.9	71.1	66.8	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	76.9	20.5	2.6	41	34.5	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	206	100	43.2	39.2	17.6	73.9	70.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	227	99.6	49.3	42.5	8.2	61.6	58.2	78.9	Yes	Yes
<b>Gender</b>										
Male	122	99.2	48.3	40.5	11.2	62.9	60.1	77	N/A	N/A
Female	105	100	50.5	44.7	4.9	60.2	56.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	56	100	53.7	33.3	13	63	65.4	87.2	Yes	Yes
African American	164	99.4	48.7	44.9	6.3	60.8	55.1	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	N/AV	N/AV	N/AV	20.5	24.1	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	206	99.5	49	43.4	7.6	60.6	57.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	139	100	62	35.8	2.2	38	40.4	67.5
<b>Gender</b>								
Male	79	100	54.4	44.3	1.3	45.6	48.3	67
Female	60	100	72.4	24.1	3.4	27.6	31.4	68
<b>Racial/Ethnic Group</b>								
White	36	100	52.8	41.7	5.6	47.2	50.9	79.5
African American	96	100	64.9	34	1.1	35.1	36.5	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	26	100	N/AV	N/AV	N/AV	11.5	10	35.6
<b>Migrant Status</b>								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	125	100	64.2	33.3	2.4	35.8	38.7	55.1

<b>Social Studies</b>								
All Students	140	99.3	37.6	51.9	10.5	62.4	56.7	72.3
<b>Gender</b>								
Male	72	98.6	36.4	51.5	12.1	63.6	56.6	71.5
Female	68	100	38.8	52.2	9	61.2	56.8	73.2
<b>Racial/Ethnic Group</b>								
White	38	100	38.9	41.7	19.4	61.1	61.4	80.7
African American	99	99	37.2	56.4	6.4	62.8	54.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	23	95.7	N/AV	N/AV	N/AV	19	16.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	129	100	38.2	51.2	10.6	61.8	55.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	228	99.6	51.1	33.9	14.9	48.9	52	70.2	95.7	95.7
Gender										
Male	123	99.2	53.8	31.6	14.5	46.2	48.2	63.2	95.4	95.4
Female	105	100	48.1	36.5	15.4	51.9	55.8	77.5	96	96
Racial/Ethnic Group										
White	57	100	40	40	20	60	65	79.1	94	94.2
African American	164	99.4	54.1	33.3	12.6	45.9	48	57.6	96.3	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	86.2	96.7	96.7
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	62.6	93.8	93.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	92.5	92.5
Disability Status										
Disabled	38	100	N/AV	N/AV	N/AV	10.5	19.3	26.1	95.1	95.2
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	95.7	95.7
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	61.2	93.8	94.1
Socio-Economic Status										
Subsidized meals	207	100	52.2	32.8	14.9	47.8	51.3	58.9	95.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	40.7	38.9	20.4	59.3
	4	53	100	36.5	42.3	21.2	63.5
	5	67	100	50	29.7	20.3	50
	6	52	100	44	48	8	56
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	55	98.2	62.3	34	3.8	37.7
	4	53	100	38.5	48.1	13.5	61.5
	5	67	100	57.8	34.4	7.8	42.2
	6	52	100	36	56	8	64
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	26	100	69.2	26.9	3.8	30.8
	4	53	100	53.8	42.3	3.8	46.2
	5	33	100	N/AV	N/AV	N/AV	30.3
	6	27	100	N/AV	N/AV	N/AV	38.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	35.7	50	14.3	64.3
	4	52	100	39.2	51	9.8	60.8
	5	34	97.1	46.7	40	13.3	53.3
	6	25	100	25	70.8	4.2	75
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	55	100	61.1	20.4	18.5	38.9
	4	53	98.1	52.9	29.4	17.6	47.1
	5	67	100	50	37.5	12.5	50
	6	53	100	40.4	48.1	11.5	59.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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